|  |  |
| --- | --- |
| STAGE 1 – DESIRED RESULTS | |
| **Unit Title:**  **Transfer Goal(s):** Students will be able to independently use their learning to | |
| **Enduring Understanding:**  *Students will understand that…*   * Write Enduring Understanding here… | **Essential Questions:**   * Write Essential Question(s) here… |
| **Students will know:**   * Write what students will know here… | **Students will be able to:**   * Write what students will do here…. |

|  |  |
| --- | --- |
| STAGE 1– STANDARDS | |
| **CODE** | **Standard** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| STAGE 2 – ASSESSMENT EVIDENCE | |
| **Performance Tasks:**   * Type name of performance task(s) here.   Click here to access the performance task(s) described above. | **Other Evidence:** There may not be an assessment of each type listed below for each unit.  *Academic Prompts*   * There are no academic prompts that are appropriate for this unit.   *Quiz and Test Items*   * Quiz - 10 multiple choice items on soil erosion.   *Informal Checks for Understanding*  Click here to access the other evidences described above. |

|  |  |
| --- | --- |
| STAGE 3 – RESOURCES FOR THE LEARNING PLAN | |
| **District Resources:**  *When designing the learning plan, these resources are intended to be a primary resource used by all teachers.*   * Type the title of the resource here.   Click here to access the resources listed above. | **Supplemental Resources:**  *These are considered additional resources that are recommended by the Curriculum Writing Teams. Those resources with an asterisk (\*) may be purchased by each individual school.*   * Type the title of the resource here.   Click here to access the resources listed above. |
| **Considerations for Differentiating Instruction (AIG, EL, EC, etc.):**  *These resources are intended to be used when differentiating instruction to meet the varied needs of students in your classroom.*   * Type the title of the resource here.   Click here to access the resources listed above. | |